

THREE STEPS TO ADDRESS IMPLICIT BIASES & IMPROVE EQUITY

Supporting the [Utah Effective Teaching Standards](#)



STANDARD 8: REFLECTION & CONTINUOUS GROWTH

1 IDENTIFY AND REFLECT ON INDIVIDUAL IMPLICIT BIASES BOTH IN AND OUT OF THE CLASSROOM.

Implicit biases: the attitudes we have about others that are based on subconscious stereotypes. Implicit biases often do not align with conscious thoughts and beliefs, but they may surface in the classroom when teachers inadvertently treat students inequitably.¹

 Identifying implicit biases cannot be done alone. Teachers should **SELF-ASSESS THEIR IMPLICIT BIASES** using tools, such as the [Implicit Association Tests](#) (IATs) from Harvard's Project Implicit.²

 After completing the IATs, teachers should actively **REFLECT ON THEIR IMPLICIT BIASES** to consider the impacts of their subconscious attitudes on their classrooms.³

CLASSROOM EQUITY AUDIT: With greater understanding of your own implicit biases, reflect on your classroom environment and whether manifestations of implicit biases exist in your instructional practices.

Classroom Equity Audit Checklist ⁴

- | | | |
|---|--|--|
| <input type="checkbox"/> The teacher uses flexible and heterogeneous grouping to provide enrichment for all students. | <input type="checkbox"/> The teacher nurtures student self-esteem through the study of different cultures. | <input type="checkbox"/> The teacher uses nonbiased verbal and nonverbal language. |
|---|--|--|

[Expanded equity audit checklist](#)

2 UNDERSTAND THE CONSEQUENCES OF IMPLICIT BIASES.

Implicit biases can manifest into discrimination and inequity, even though this is often not the teacher's intention.⁵ Implicit biases may cause teachers to make harmful assumptions about certain students, which can limit students' opportunities for success, growth, and achievement.⁶

16% of black students are suspended, on average, compared to 5% of white students.⁷

12% of black girls are suspended, on average, compared to 2% of white girls.⁸

26% of gifted students are black or Latinx, yet make up 40% of students enrolled in schools offering gifted programs.⁹

27% of AP students are black or Latinx, yet make up 37% of high schoolers.¹⁰

3 REPLACE RESPONSES TO IMPLICIT BIASES WITH MORE EQUITABLE ACTIONS AND DECISIONS.

Eliminating biased responses requires teachers to think critically about their instructional and disciplinary practices and replace subconsciously biased practices with more equitable responses.¹¹

PERSPECTIVE TAKING

Work to attribute student challenges or success to actual factors over stereotyped associations.¹² [More here.](#)

MENTAL IMAGERY

Imagining students as their counter-stereotypes can help you holistically support your students' needs.¹³ [More here.](#)

DATA ANALYSIS

Review student achievement and discipline data to uncover any patterns of inequity within your classrooms. [More here.](#)

ADDITIONAL RESOURCES

The following reports and resources delve further into some of the topics discussed in this document and can provide additional context to support teachers in recognizing and reflecting on implicit biases, and supporting student achievement by understanding, respecting, and celebrating differences in culture.

RESOURCE (LINKED)	PUBLISHING ORGANIZATION	RESOURCE (LINKED)	PUBLISHING ORGANIZATION
Implicit Association Tests	Harvard's Project Implicit	Video: "Strategies to Address Unconscious Bias"	University of California, San Francisco – Office of Diversity and Outreach
"Inclusive Classroom Climate"	Yale University Poorvu Center for Teaching and Learning	"Inclusive Teaching Strategies"	Yale University Poorvu Center for Teaching and Learning
"Reflective Teaching"	Yale University Poorvu Center for Teaching and Learning	"Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably"	Education Northwest
"Culturally Responsive Teaching Matters!"	Equity Alliance	"Equity Audits"	Mid-Atlantic Equity Consortium
"Culturally Responsive Teaching"	The Education Alliance at Brown University	"Culturally-Responsive Teaching Mindsets: Examples and Non-Examples"	Center for Collaborative Education
Video: "Solving the Achievement Gap Through Equity, Not Equality"	TEDx Talks - Youth	Video: "Building Diversity, Equity, and Inclusion in Schools"	Alliance for Excellent Education
"Personal Assessment of Anti-Bias Behavior"	Anti-Defamation League		

REFERENCES

¹ Staats, C. "Understanding Implicit Bias: What Educators Should Know." *American Educator*, 2015, p. 30.

<https://files.eric.ed.gov/fulltext/EJ1086492.pdf>

² Ibid., p. 32.

³ Staats, Op. cit., p. 32.

⁴ Bulleted text was quoted verbatim with modifications from "Equity Audits." Mid-Atlantic Equity Consortium, 2018.

<https://maec.org/wp-content/uploads/2016/04/MAEC-Equity-Audit-1.pdf>

⁵ Staats, Op. cit., p. 30.

⁶ Riley, S. and C. Good. "Addressing Implicit Biases." Turnaround for Children, 2016. <https://www.turnaroundusa.org/addressing-implicit-biases/>

⁷ "Civil Rights Data Collection - Data Snapshot: School Discipline." U.S. Department of Education Office for Civil Rights, 2014. p. 1.

<https://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

⁸ Ibid.

⁹ "Civil Rights Data Collection - Data Snapshot: College and Career Readiness." U.S. Department of Education Office for Civil Rights, 2014. p. 1. <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf>

¹⁰ Ibid.

¹¹ Riley and Good., Op. cit.

¹² [1] Riley and Good, Op. cit. [2] Galinsky, A.D. and G. B. Moskowitz. "Perspective-Taking: Decreasing stereotype expression, stereotype accessibility, and in-group favoritism." *Journal of Personal and Social Psychology*, 78: 4, 2000. Retrieved from ResearchGate.

¹³ [1] Riley and Good., Op. cit. [2] Blair, I.V., J.E. Ma, and A.P. Lenton. "Imagining Stereotypes Away: The Moderation of Implicit Stereotypes Through Mental Imagery." *Journal of Personality and Social Psychology*, 81:5, 2001. Retrieved from ResearchGate.